

### As Historians...

As Historians the children will develop their understanding of **beliefs** and **conflict** through the Gunpowder plot and who Guy Fawkes was. Children will engage in experiential learning and **make links with prior learning** to celebrations. They will develop their knowledge of **culture and society** by discussing how and why bonfire night is celebrated. They will identify who Guy Fawkes was, what his **beliefs** were and debate if it was right for him to try and blow up the king. They will develop their understanding of chronology by using timelines and plotting the events.

### As scientists...

As scientists the children will develop their understanding of **animals** including **humans**. We will investigate the **human** body, labelling body parts and exploring our five senses. We will explore the differences between **animals** and **humans** and identify body parts on **animals** that **humans** do not have. We will categorise **animals** according to their features and their diet.

### In Jigsaw we will be learning about...

being me in my world and celebrating difference.

### In RE we will be learning about...

Belonging

### As readers...

We will be making predictions and summarising books that we read together as a class. We will also be asking and answering questions about our class text. We will start to read books at home and school that are closely linked to our phonics level. Please listen to your child reading their book at home and read books to them for enjoyment.

### As geographers...

As Geographers, the children will build on their prior EYFS experiences to identify the four **seasons** and describe the seasonal changes throughout the year. The children will look at **weather**, weather symbols and tell their own weather report. They will compare weather and **climate**, locating **hot and cold climates** on a world map. They will look into the clothes inhabitants around the world wear and sort clothing into what is appropriate for hot and cold. They will also make links to their Science learning and sort animals into those that live in hot and cold climates.

## What animal would I choose?



## Who was Guy Fawkes?



### As writers...

We will be developing our sentence structure by practising our sentences orally. We will learn how to record our sentences and improve them through shared writing as a class. We will try to apply our phonics we have already learnt and continue to use Read Write Inc phonics within our groups. We will be reminded to use capital letters, full stops and finger spaces in our writing and concentrate on letter formation.

### As artists...

As artists the children will develop their **painting** skills through mixing the primary colours to create secondary colours. The children will **print** using different tools to create artwork in the style of Matisse. The children will also use **print** and **painting** techniques to create an abstract piece of art. They will develop the ability to describe the differences and similarities between artists studied and make links to their own work. **Children will make links with prior learning** about painting and printing when they use various objects. They will further develop their understanding of printing techniques and how these can be used to create abstract artwork.

### As mathematicians...

Continue to practise saying the numbers in order forwards and backwards with and without numbers to 100. Work on finding parts of a whole number.

We will continue to use numberblocks to support some mathematical ideas in the lessons.

### As designers...

During design and technology the children will be developing their **cooking** skills. They will be **drawing on their prior experience** of celebrations to discuss the special foods that might be eaten and investigating the types of food eaten around Bonfire night. They will taste and evaluate different ingredients, before designing and making their own chocolate apples. They will then evaluate their product and reflect on their design choices.